Agricultural Education as a Tool to Acquiring Entrepreneurial Skills and Self-Reliance in Nigerian Universities

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The purpose of this paper was to explore Agricultural Education as a tool towards entrepreneurial skills to provide employment and self-reliance for Nigerian Universities Students in agriculture; to examine the relevance of entrepreneurial skills and prospects/occupations in agriculture to universities graduates employment and self-reliance in Nigeria. Over the years and presently, Nigeria has been facing the serious challenge of youth unemployment. Both the public and private sectors of the nation’s economy seem to be filled with manpower and are no longer willing to absorb the large number of teeming unemployed youths in the society. Most of these youths are graduates from higher institutions like, colleges, polytechnics and universities. The introduction of entrepreneurship studies at all levels of education is a bid to proffer solution to the problem of unemployment in Nigeria. Agriculture as a vocation, has many occupations from which youths can acquire skills in schools, colleges and universities as well as short-term out of school programmes at grass roots levels. The acquisition of these skills is expected to equip them for gainful enterprises in agriculture for self-reliance with the application of entrepreneurial skills acquired through programmes. Some agricultural programmes introduced by the government of Nigeria to promote entrepreneurship in agriculture were highlighted. Constraints to entrepreneurial skills development were also highlighted. The paper concluded that the entrepreneurial skills programmes established by government over the years to this effect have yielded little positive results and more efforts are needed for their better implementation. Suggestions were made to this effect.

Keywords: Agricultural Education, Entrepreneur, Entrepreneurial skills, Nigerian Universities, and self-reliance.

INTRODUCTION

For several decades now, the Nigerian government, the private sector and several other concerned citizens are not novices of the serious challenge of graduate unemployment according to Weor and Akorga (2016). Both the private and public sectors seem to be saturated and are no longer willing to absorb the large number of graduates produced on yearly basis. This challenge has drawn the attention of many scholars who attributed the problem to several factors including poor educational programmes which produce job seekers instead of job creators.

The introduction of entrepreneurship studies at all levels of education in Nigeria would help the students to develop skills that will make them self-employed and self-reliant after graduation. Graduates and the general populace need to be enterprising in order to be self-reliant for the country to move forward economically, and agricultural sector is endowed with several opportunities that will provide skills for business enterprises for the production of goods and services. It is in respect to these aforementioned facts, that this study highlights how acquisition of entrepreneurial skills through agricultural education could enhance self-reliance among youths and graduates in Nigeria Universities.

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METHODOLOGY

The study relied on literature to discuss on agricultural education, entrepreneurial skills and to describe historically agricultural policies and programmes/projects in Nigeria and from this deduction, some short-comings were identified.

Concept of Agricultural Education

Agricultural Education is a systematic program of instruction available to students desiring to learn about the science, business, technology of plant and animal production and/or about the environmental and natural resources systems. Agricultural education is designed to provide students with competencies to make them aware of and prepare them for the world of work.

Agriculture is a dynamic rapidly changing industry that has an exciting future. The “New Agriculture” is made up of the intriguing new frontiers of biotechnology. Agricultural education has a long tradition of preparing students who continue their education in agriculture at the post-secondary level. The program concentrates on the development of essential technical skills that are vital to the success of people entering a career in agriculture. Just as important as the technical skills, are the skills developed in leadership through the comprehensive nature of the program. Since its inception, agricultural education has trained youth in the skills necessary to assume leadership positions in agriculture. As agriculture addresses controversial issues such as genetic engineering, leadership training takes on increasing importance among our youths. (www.gaaged.org)

Agricultural Education is composed of three distinct, yet interrelated components. A basic component is classroom and laboratory experiences. In the classroom, students learn concepts and theories dealing with a broad spectrum of agricultural and agribusiness topics. The classroom is followed by the laboratory mode of instruction where concepts and theories are carried through to their application. Here, the students are taught “hands-on” skills that ensure that the skills learned are practical and usable.

Both classroom and laboratory instruction are put to use in the Supervised Agricultural Experience Program (SAEP) component of the program. In this approach, students work and learn in a real-life situation where they obtain on-the-job skills, SAEP can vary from the traditional home projects to entrepreneurship or cooperative work experience in production or agribusiness.

The third component, Future Farmers of America (FFA), provides an avenue for developing leadership skills. As a integral, intra-curricular component of the agricultural education program, FFA has numerous systems to deliver instruction in leadership. In addition, FFA provides incentives for improved student performance through its awards program. The strength of the program lies in the flexibility and dedication of teachers whose philosophy is, “We don’t just teach agriculture we teach students” (www.gaaged.org)

Activities areas in agriculture include:
- Supervised Agricultural Experienced Programmes;
- Agricultural Mechanization and Engineering;
- Animal Husbandry;
- Crop Production;
- Agricultural Ecology and Systems/ Soil Conservation;
- Agricultural Processing;
- Agricultural Sales and Services;
- Forest Management;
- Ornamental Agriculture/ Horticulture and
- Forest management.

Significance of Agricultural Education in Nigerian Universities

Agricultural Education provides the following:
- Employability skills which the students can transfer from the classroom setting to their careers
- Life knowledge and all the soft skills that employers seek
- Instruction that brings to life the concepts of rigor, relevance, and relationships by engaging students in a three-circle model that has worked since 1917 with the inception of agricultural education in public schools
- Instruction that will engage students in the globalization of agriculture as the solution for environmental demands, food safety, technology, natural resource protection, and urbanization.
- Immediate application of the principals and theories taught in core the academic subjects, Language Arts, Math, Science, and Social Studies
- In some states, potential for college credit while in high school.
- In some states potential for high school core academic credit through agricultural education courses
- Creation of future entrepreneurs
• Learning for diverse student populations including ethnicity, special needs, socioeconomic levels, cultural backgrounds, etc
• Opportunities for students to engage in service-learning in real world situations
• Character development of all students.
• Supervised Agricultural Experience projects provide real-life training in money management, budgeting, and maintaining financial records.
• FFA and leadership development activities that help develop the whole person and promote interpersonal relations and communication skills, problem solving, teamwork, and character development.

Source: Georgia Agricultural Education website, www.gaaged.org

Self-Reliance

Many able bodied and highly qualified persons who could not secure gainful employment have remained economically dependent on their parents. They are not self-reliant. This is because they lack the necessary occupational skills to be self-employed and to effectively function in present-day world of work (International Labour Organization (ILO). Combining entrepreneurial skills with occupational skills available in agricultural sector makes agri-businesses successful ventures, which in-turn makes those involved in it to possess saleable and productive skills, making them self-reliant.

Concept of Entrepreneurial Skills

Entrepreneurship is ‘an individual’s ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objective’. It is seen as vital to promoting innovation, competitiveness and economic growth. Fostering entrepreneurial spirit supports the creation of new firms and business growth. However, entrepreneurship skills also provide benefits regardless of whether a person sees their future as starting a business. They can be used across people’s personal and working lives as they encompass creativity, initiative, tenacity, teamwork, understanding of risk and sense of responsibility.

Entrepreneurial skill is simply the necessary set of skills required to be an entrepreneur. In other words, entrepreneurial skill is that necessary skill an individual needs to successfully run a business or add value to work. These entrepreneurial skills include: communication skills; creative/innovative skills; decision-making skills; problem-solving skills; planning and organizing skills; risk management skills; self-management skills; technological/technical skills; teamwork skills; learning skills; initiative skills; enterprise skills; financial skills; managerial skills; marketing/saleable skills; interpersonal relationship skills; integrity skills; practical skills; assertiveness skills; leadership skills; listening skills; openness to change and business identification skills (Edith Cowan University, 2013), (precision consultancy, 2007. Graduates also need employability skills to be able to work in private business enterprises thereby making it possible for prospective graduates to be intrapreneurs in private business enterprises and also to be managers of their own businesses after graduation.

Source: Edith Cowan University, 2013

What constitutes entrepreneurship skills has been the subject of much discussion. Unlike other important economic skills, entrepreneurial skills are not related to a specific occupation, discipline or qualification. However, the greater emphasis on entrepreneurship education and developing entrepreneurial skills has brought more analysis and agreement of entrepreneurial abilities and competences. According to Anyawoucha (2001) an entrepreneur is a person who makes plans for a business or a piece of work and gets it going. He is the Chief coordinator, controller and organizer of the production process. He combines other factors of production such as land, capital and labour. Harper (2003) defined entrepreneurship as the mechanism for wealth creation, explanations of economic growth and development. Qualities of entrepreneurship include initiation, creativity, innovations, self-employment, employment in small start-up firms, and use of appropriate skills needed for success in a business (Adepoju, 2009).
University is an institution of higher education and research which grants academic degrees in a variety of subjects and provides both undergraduate and postgraduate education. One of the objectives of tertiary institutions, according to the National Policy on Education, (2004) include: “acquiring both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society”. Unfortunately, the possession of university degrees is no longer a guarantee for employment. Many young graduates continue to roam the streets in search of jobs. This has led to a general feeling of despondency among them. Evidence below shows unemployment rate in Nigeria since 1995;

**Figure 2:** National Employment Rates (1995-2011)

**Source:** National Bureau of Statistics, 2012

The table above shows that unemployment rate in Nigeria has been on steady increase from 7% in 1995 to 28% in 2011. Successive Nigerian governments are unable to solve this economic malaise. Unemployment among graduates has remained one of the fundamental challenges threatening the economic development and stability of Nigeria. The situation in Nigeria is gloomy with seven (7) out of ten (10) graduates being either unemployed, underemployed or simply unemployable as at 2006, while over 200,000 graduates remain unemployed as at the last five years (Ayoola, 2008). Considering the fact that these graduates constitute the most active segments of the population, their inability to find good jobs portend grave danger for the country.

Unfortunately, owing to the dysfunctional nature of our educational system, most of them do not possess relevant skills that would – be employers may need. Additionally, the huge number of Nigerians graduating from various tertiary institutions each year further worsen the situation as the economy as presently constituted, is incapable of absorbing most of them. The bleak employment climate therefore, partly accounts for the general insecurity in the nation such as terrorism, violent crimes, advanced fee fraud and other sundry unpatriotic behavior. The stated problems above prompted the Federal Government to establish Entrepreneurship Development Centres in South-Eastern Universities to fill the skills acquisition gap in our universities and consequently, equip students with appropriate skills with which to survive in the resent economic climate.

**Entrepreneurship Education in Nigerian Universities**

Over the years, the Nigerian government has attempted to stimulate youth (in and outside Nigerian Universities) interest in agriculture, as part of efforts to reduce ‘youth unemployment’ – accounting for over 70% of the current 23.9% rate of national unemployment, according to the Nigerian Bureau of Statistics – by providing special incentives such as credit facilities for youth involved in agricultural production and processing. Equally some states as well as private agencies have also provided internship and training opportunities for youths to create and sustain agricultural enterprises.

Entrepreneurship Education is novel in the curriculum of higher education in Nigeria (Anamagoon, et al, 2008). According to the authors, only few universities seem to be have introduced it as a compulsory course. Among the few universities in South-Eastern Nigeria offering Entrepreneurship Education as a compulsory course of study are; the University of Nigeria, Nsukka (UNN), which has a Centre for Entrepreneurship and Development Research (CEDR). It is structured to manage both Nsukka and Enugu campuses; Nnamdi Azikiwe University Akwa (UNIZIK), which has Chike Okoli Centre for Entrepreneurial Studies (COCES); Federal University of Technology Owerri (FUTO) which has a Centre for Entrepreneurial Studies (CES); Federal University of Agriculture, Umudike which operates a Centre for Entrepreneurship Development (CED); Ekiti State University, Ado-Ekiti, which also operates a Centre for Entrepreneurship Development (CED) in the south-West Nigeria.

**The Role of Government in Entrepreneurship Development in Nigeria Universities**

Efforts at entrepreneurship development in Nigeria started before independence. After independence, government at different periods have made efforts to encourage farmers, graduates and youths in general to become entrepreneurs in the field of agriculture by introducing different programmes.

The objectives of some of these programmes addressed youth entrepreneurship development as stated by Erebor (2003). He maintained that farm settlement schemes were set up in 1959 by the then western Nigeria government. Some of their aims were: to encourage rural development; to encourage young school leavers to take up farming as a means of livelihood; to discourage rural-urban drift of young school leavers in search of ‘white collar’ jobs; to show that by going through organized and scientific planning, young school leavers can own and manage farms. The programme was aimed at training young school leavers in different fields of agriculture in six months to two years and later provide funds for them to set up their own farms.
Some of the programmes established are highlighted in the table below:

**Table 1: Typology of agricultural programmes and projects in Nigeria, 1960-1989.**

<table>
<thead>
<tr>
<th>Programme/Project</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Farm settlement (Early, 1960)</td>
<td>Initiated in old western Region; aimed at solving unemployment problem among primary school leavers. Policy instruments include agricultural extension cooperative societies, credit facilities.</td>
</tr>
<tr>
<td>2. National Accelerated food production programme (NAFPP) (1972)</td>
<td>Aimed at enhancing farmers’ production project technical efficiency in the production of selected crop (mostly grains). Policy instruments include subsidy, credit, adaptive research and demonstration plots.</td>
</tr>
<tr>
<td>3. Operation Feed the Nation (OFN) (21st May 1976)</td>
<td>A mass mobilization and mass awareness programme. Policy instruments include mass media, centralized input procurement, massive fertilizer subsidy and imports.</td>
</tr>
<tr>
<td>4. River Basin-Development Authorities (RBDAs) (1976)</td>
<td>To tap the potentials of available water bodies; first 11, then 18 and 11 in number, specific objectives are irrigation services, fishery development, control of flood, water pollution and erosion. Policy instruments include input distribution credit services, infrastructure development, manpower development.</td>
</tr>
<tr>
<td>6. Green Revolution (April 1980)</td>
<td>To accelerate the achievement of programme and the agricultural sector objectives. Policy instrument include food production plan, in put supply and subsidy, special commodity development programme, review of Agricultural credit guarantee scheme, increased resource allocation to RBDAS etc.</td>
</tr>
<tr>
<td>7. Directorate of food, Roads and Rural Infrastructure (January, 1986)</td>
<td>Established to facilitate roads and rural infrastructure programmes, provision of rural infrastructure</td>
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Other recent programmes which promote entrepreneurship in agriculture are the Youth Enterprise with innovation in Nigeria (YouWIN), the Young Entrepreneur (YE) and Graduate Internship Scheme (GIS) of the Federal Government in 2012 (Odia & Odia, 2013).

Despite all the policies and laudable programmes as shown in Table 1 above, with challenging themes, Nigeria is yet to achieve food security. Agriculture also continues to suffer from inertia associated with these policies and programme reformation that pervade Nigeria. Some of the short-comings were identified.

**The inadequacies of the programmes**

The short-comings of the agricultural programmes introduced by the government of Nigeria as observed by Ayoola, 2001, include:

1. **Non-interaction between and among stakeholders**

   Nigerians have the skills to make policies or initiate programmes and technological choices to achieve the sustainable development in agriculture. The continued absence of progress in these policies and programmes in agriculture in Nigeria is the consequence of non-interaction between the government and the various stakeholders within a particular programme and lack of opportunities for decision making and policy dialogue with other stakeholders. Agriculturists, scientists researchers and more importantly the farmers/rural dwellers are normally ignored during planning and implementation of agricultural/rural development policies and programmes. These stakeholders are in a better position to identify the policies and programmes that will be tailored to the need of the farmers/masses: Their non-participation has led to failure of intervention programmes, increased poverty and inaccessibility of basic social amenities with dwindling economic fortune.

2. **Weak agricultural policy**

   Developed economies have their agricultural policies spelt out for the masses and the world to know. Also a policy should have strategy, targets, goals, specific objectives and most importantly programme or projects geared towards accomplishment of the goals. This is not the case.
in Nigeria, as it can be seen that from 1st October 1960 to 15th January 1966, there were several agricultural policies but no agricultural programme/project to carry out the directives of the policies. Sometimes, agricultural programmes/projects are not consequences of agricultural policies.

3. Role conflict between different programmes and projects

This may be due to new administration, lack of interest and invention of new policy and programmes. There was role conflict between FSP and FEAP while that of DFRRI and ADP in many states were most pronounced. Reports has it that DFRRI merely removed the sign post of some ADPS and replace it with its own to lay claim to the construction of certain rural roads and borehole (Ayoola, 2001).

4. Short duration of agricultural policies and programmes

There has not been continuity of existing programme by incumbent and new administration so that impact of the policy/programme will be realized. Examples FSP (1994) and FEAP (1996), OFN and RBDAS were initiated almost the same time (1976) and initiation of NAFPP in 1972, OFN in 1976 and GR in 1980. All these changes retard development progress and do not allow the development policies and programmes to fulfill their mission and mandate to prevail over the Nigeria food crisis.

5. Emphasis on mainly food and animal production

Agricultural growth and development need diversification into different sectors like manufacturing and services. Relying exclusively on farm output as most agricultural policies and programmes emphasize subjecting the inhabitants of the nation to chronic poverty, marginalization and stagnation. Policies should aim at mobilizing resources (human and material) with the aim of developing programmes or projects in rural non-farm employment (like fishing, hunting lodges, and growing ornamental plants) and in secondary and tertiary sectors (like tourism, recreational and environmental services or preservation). Many of these activities that were previously overlooked and geographically quite dispersed have become true productive links involving agro-industrial operations, sophisticated system of distribution, communication and packaging.

6. Delay, embezzlement, misappropriation and lack of fund to pursue specific policy/programme to an expected end

Government may need to channel funds from the informal sector to the formal sector of the economy to make developed policies and programmes both workable and more effective. As can be seen that abrupt withdrawal of fund by the government in NAFPP contributed to its failure and lack of fund delayed implement+ation of ADP schedule. This problem of lack of fund persist in ADP till today.

8. Lack/inadequate monitoring and evaluation of programme/project

Evaluation is purposely done to determine achievements of rural development programme vis a vis the set aims/objectives. Evaluation techniques can serve to improve implementation and efficiency of programmes after interventions have begun, provide evidence as to the cost efficiency and impact of a specific intervention within and between policy sectors (FAO, 2004s. Evaluations especially the continuous/ongoing and the stage by stage evaluations are important because they expose lapses associated with achievement of programme objectives, thereby affording opportunities for adjustment. Unfortunately, importance of monitoring and evaluation have not gained full recognition in Nigeria. This is evident in GR where there was no monitoring and evaluation of the programme, on which huge sums of money was spent on execution.

For Nigeria’s reform and agricultural programmes to attain the height of success, the programmes should be selected based on a rational, national and institutional structure that come from a national consensus on how best to achieve sustainable, self-reliant and equitable agricultural development among Nigerian youths and graduates. Hence the need to look into the importance of entrepreneurial skills in agricultural education in the Nigeria Universities.

Importance of Entrepreneurial Skills in Agricultural Education in Nigeria Universities

Agricultural sector is one out of several others which Nigeria needed to explore for her resources. The ban imposed by the Federal Government with respect to the importation of live or frozen birds has helped to increase the demand for locally produced birds. Fish farming using ponds or containers or fishing in natural waters offer opportunities for enterprise (Ihugba & Njoku, 2013). According to Ladu (2015) fish is a very rich source of food to the world’s population. Fish products are useful as medicine, animal feeds, fertilizer and leather. Fish is useful for learning and research; recreation and sport, as well as a predator for biological pest control.

Students in Agricultural Education in Nigerian Universities can acquire demonstrating skills in business startup, demonstrating skills in maintaining business longevity, with regard to the benefits of entrepreneurship education, it becomes paramount that the teaching of entrepreneurship education be incorporated in schools, since it enhances entrepreneurial skills. 

Agricultural Education as a Tool to Acquiring Entrepreneurial Skills and Self-Reliance in Nigerian Universities
Youth can acquire skills to render services as business enterprise in agriculture, these services are as follows; garri processing, groundnut and palm oil extraction, groundnut cake processing, soya beans meal preparation, grafting and budding of citrus and other tree crops palm wine tapping, slaughtering of animals and meat dressing, spraying of weeds, pests and diseases on crops, etc. Services available in veterinary field are vaccination, castration, debeaking, notching and tattooing of animals. Other services include post-harvest processing and preservation of farm produce like cassava, yam and sweet potatoes. Acquisition of these skills can be through entrepreneurship which would enhance employability and self-reliance among youths and in our higher education of learning.

Factors accountable for dwindling students’ interest in entrepreneurship skills in agricultural education

Despite the laudable initiatives as mentioned above, the involvement of youth into the agricultural sector remains pitiable at best – the core of the jobs being more of manual labour services than anything else. Several factors account for this and they include:

1. Students have the notion that agricultural science is all about farming and this notion sometimes have led to students’ poor performance in the field. They assume that agricultural science is not more than the traditional farming which they are engaged in with their parents;
2. Also, students prefer theory to practical method of teaching. This finding is in line with the works of Eya and Neboh, (1999) that most students are too lazy and they do not have much interest in the practical aspect of learning, which is also due to their way wards attitude. The authors opined that students are less interested in practical more than in the theoretical aspects particularly in the science oriented subjects;
3. Some students typically enroll in a course because it is required as a core or as an elective in their academic programme not because they have interest in it. This is also applicable to students enrolling for senior secondary school certificate examinations like WASSCE and NECO. Some enroll because of self-interest, but find it uninteresting towards the end of the term; (Eya and Neboh, 1999)
4. It is also observed that Peer groups’ perceptions about agricultural science affect the students’ interests and most of the students want to study other easy subjects to enable them pass their school examinations. Some students’ perception is that, it is a subject for the dropout or mediocres in the secondary schools and also the last resort for students whose UTME scores for medicine did not meet the cut-off mark in the universities. Most of the students want to make quick money due to pressures from friends at school forgetting that it is the acquisition of entrepreneurial skills which are saleable and productive that can boost their economic strength; this type of attitude affects their performance;
5. Students combining other activities with their academics. Students who combine their academics with other activities like hawking, playing truancy in school, taking delight in missing lesson to attend to their hawking or other activities, and students who indulge in activities such as cultism, drugs addiction, prostitution and other social vices perform poorly in examination. This is because little or no attention is being giving to their studies. This dwindles the students’ interest in agricultural science or agricultural education and invariably contributing to their diminution to acquire entrepreneurial skills. Those students who engage themselves in clubbing, picnic, games, music and other forms of leisure have little interest in their studies especially when it involves practical aspects; (Eze and Obeta, 2006)
6. Accordingly, agriculture is perceived by many rural youth as a ticket to drudgery, hence their continued mass migration to urban areas in search of a ‘better life’.
7. Poor appreciation and sensitization on the potential economic benefits accruable from skills acquisition in agricultural education.
8. Other major deterrent factors include poor access to funds, technical know-how in the areas of produce handling and storage to ensure quality production;
9. Below-par up-scaling of agricultural techniques and agribusiness practices to meet up modern standards;
10. As well as poor regulation and inconsistent policy making. Working together, these and more factors have made the sector less attractive to youth. (Agro Nigeria News).

SUMMARY

The high rate of graduate unemployment in Nigeria has been blamed on the fact that most graduates from Nigerian universities are unemployable (Chiaha and Agu, 2013). It is due to this high unemployment rate among graduates in universities that the National Universities Commission (NUC) introduced entrepreneurship education in the university curriculum as a compulsory course (Uzoka, 2008).

The optimal benefit of agricultural education program is received when a student is an active participant of all three parts of the program. A program that is developed to include the three components with equal weight is said to have a “balanced approach” and therefore, is providing optimal opportunities for all students. With the introduction of entrepreneurship education in the curriculum of Nigerian universities by the NUC, it becomes obvious that agricultural education is considered a tool and way of equipping graduates with the desired employability skills in agriculture.
RECOMMENDATIONS

It is recommended that:
1. Entrepreneurship education should be introduced into our universities, inculcating in individual student, entrepreneurial skills that would enable him/her confront situations in creative and innovative ways;
2. Students should be involved in entrepreneurship development programmes, as this would help them participate in real life learning experiences where they have opportunities to acquire planning and organizing skills, take risks, manage the results and learn from the outcomes;
3. Acquisition of communication skills would enable students communicate freely with members of the society, acquire creative/innovative skills to enable them become creative and innovative by adding value to work and also acquire decision-making/problem-solving skill which gives them an edge to solve delicate problems and proffer relevant solutions when necessary.
4. The philosophy of policy/programme consistency should be adopted in Nigeria. This is the easiest way to streamline, direct and focus to agricultural development.
5. Government should provide enabling environment for private sectors involvement in agricultural development especially in areas like processing, preservation, exportation, tourism, recreational and environmental services where youths can be gainfully employed with saleable entrepreneurial skills.

CONCLUSION

This paper concluded that the government of Nigeria has introduced several programmes such as the Youth Enterprise with innovation in Nigeria (YouWIN), the Young Entrepreneur (YE) and Graduate Internship Scheme (GIS) among others, towards entrepreneurial skills development among youths and Nigerian graduates as a deliberate plan, to provide employment for graduates and non-graduates in Nigeria in agriculture. However, the programmes have witnessed little positive results due to poor planning and several economic and infrastructural constraints. More effort is needed to bring entrepreneurship skills to the Nigerian Universities in agricultural education for the realization of better results in job acquisition and self-reliance.

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